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ABSTRACT

This action research project implemented and evaluated an intervention for increasing student academic and social responsibility. The targeted population consisted of kindergarten, 1st, and 5th grade students in a growing middle-class community in central Illinois. The problems of irresponsible academic and social behavior were documented through teacher observations, academic assessments, and student self-assessments. Analysis of probable cause data revealed that students displayed a lack of ownership for learning and had high incidences of homework infractions. Faculty reported concern over a lack of continual progress reports and inappropriate parental over-involvement. A review of the literature suggested that students were not involved in the assessment process, they had a need for self-evaluation, and were dependent on extrinsic rewards. A review of solution strategies resulted in four major categories of intervention: the use of portfolio assessment, increased student self-assessment, use of cross-age peer helpers, and increased parent/teacher/student communication. The results suggested that the interventions were successful for all people involved. Parents, students, and teachers all noted a heightened awareness of academic and social responsibility. (Contains 13 references). (Author/SD)

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Improving Student Responsibility

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School of Education in Partial Fulfillment of the
Requirements for the Degree of Master of Arts in Teaching and Leadership

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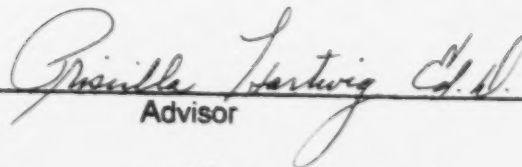
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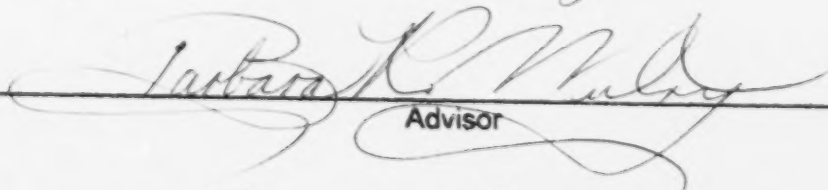
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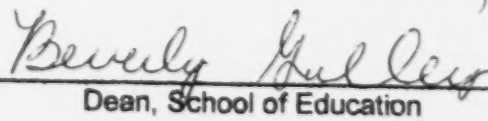
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ABSTRACT

This report describes a program for increasing student academic and social responsibility. The targeted population consists of kindergarten, 1st, and 5th grade students in a growing middle class community in central Illinois. The problems of irresponsible academic and social behavior will be documented through teacher observations, academic assessments, and student self assessments.

Analysis of probable cause data revealed that students displayed a lack of ownership for learning and had high incidences of homework infractions. Faculty reported concern over a lack of continual progress reports and inappropriate parental over-involvement. A review of the literature suggests that students are not involved in the assessment process, they have a need for self evaluation, and are dependent on extrinsic rewards.

A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of four major categories of intervention: the use of portfolio assessment, increased student self-assessment, employing cross-age peer helpers, and increased parent/teacher/student communication.

The results suggested that the interventions were successful for all people involved. Parents, students, and teachers all noted a heightened awareness of academic and social responsibility.

CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

The students of the targeted school exhibit a lack of personal responsibility that interferes with their academic and social growth. Evidence for the existence of this problem includes academic self-assessments, teacher observations and teacher journals.

Immediate Problem Context

The targeted school is comprised of 267 students in grades K-6. The racial/ethnic makeup of the student body is 97.6% Caucasian, 0.4% Hispanic, and 2% Asian/Pacific Islander. The majority of families are in the middle to upper class economically, with an 11.5 "low income" percentage. The attendance rate for the school is 95.7%. Due to recent redistricting, approximately 82 percent of the targeted school population are bussed to and from school. The truancy rate of this population is 0.0%. Staff at the targeted school consists of 13 "regular" education teachers, (two at each grade level, and one kindergarten teacher), three "special" education teachers, six instructional aides in various classrooms, four office personnel, and one principal. There are also two traveling music teachers, two traveling physical education teachers, one librarian, one part time developmental reading teacher and one part time reading recovery

teacher. The total comes to 34 staff members with an approximate average of 10.2 years of experience. Five teachers have a master's degree, and three more are working towards a master's degree. A very active Parent Teacher Organization helps the school each year in purchasing additional supplies and equipment. They also organize and implement an after school program that consists of educational, athletic, and fine arts activities.

The targeted school is a one story, handicapped accessible building with 14 classrooms and a separate gymnasium. The facility also has a library, computer lab, and music room, as well as smaller special education, speech, and gifted classrooms. The gifted program consists of 4th, 5th, and 6th graders who have consistently tested above the 95th percentile in all academic areas on the Iowa Test of Basic Skills. A traveling teacher trained in this area meets with these students once a week for 1 to 2 hours.

The targeted school's vision statement reads as follows: (Targeted school name) "with parental cooperation will provide a caring and respectful environment where children can develop a positive self concept and attitude. Knowledge will be gained through a developmental approach educating the whole child --- intellectually, socially, emotionally, and physically" (Vision Statement, 1993). The targeted school uses a mixture of whole language and traditional teaching to achieve the goals of the vision statement. Hands on instruction is the primary teaching strategy at all grade levels in the math and science areas. Music and physical education are taught outside the classroom two times a week for grades 1-6 and once a week for kindergarten by teachers trained in those areas. The targeted school also contains a growing computer lab presently consisting of 24 work stations. A part time computer specialist assists teachers' with

computer instruction. All classrooms in the targeted school are currently networked through the computer lab.

All grade schools in the targeted school district have a study skills program in place. The students receive a color coded folder the first week of school. The folders are designed to assist the children in organization. The program attempts to promote student responsibility for learning.

The targeted school has developed a "Respect and Responsibility" (R&R) program specifically aimed at the fourth, fifth, and sixth grade students. This program encourages respect and responsibility in academic and social settings. The program is monitored by student membership cards which act as a record keeper for appropriate and inappropriate behavior. Appropriate behavior is rewarded monthly. Students who continuously exhibit responsible behavior throughout the year receive a larger end-of-the-year reward. The targeted school has also developed a "Caught Being Good" program for the students in kindergarten through third grade. This program immediately rewards students for outstanding behavior. The students are given a special card to be posted in the office. This card also enters them in a drawing for a monthly reward.

The Surrounding Community

The targeted school district is a unit district with four elementary schools, one junior high, and one high school. The total student population is 2,836. The racial/ethnic makeup is 98.4% Caucasian, 0.1 Black, 0.3% Hispanic, and 1.1% Asian/Pacific Islander. The Administration consists of one Superintendent, one Assistant Superintendent, one Director of Special Education, and six Principals (one at each building).

The town has a population of approximately 14,000 people, consisting primarily of

Caucasian residents (about 98% white). Socioeconomic status (SES) ranges from middle to upper class. The median family income is \$45,813.

The community has high civic pride. Homes and land are well kept. The town is devoted primarily to the Christian religion. There are approximately 26 churches of varying denominations. The major employers of the community consist of a construction equipment parts distribution plant, a timber column building company, a sheet metal factory, a welding industry, and a pumpkin processing plant. The town's workforce consists of approximately 60% blue collar workers and 40% white collar workers.

Located between two major interstates in central Illinois, the town has grown considerably in the past five years. New neighborhoods are being built in five different areas of town. This growth is putting a burden on class size.

A large city, with a population of approximately 113,000, is located less than 10 miles northwest of the targeted community providing larger city amenities. Three large hospitals, two colleges, one airport, and headquarters for a Fortune 500 company are all within 20 miles of the targeted community.

National Context of the Problem

There is a growing concern about the lack of student responsibility at the local, state and national levels. According to McCabe and Rhoades, (1992) the development of responsibility needs to be defined and interpreted for today's world due to the following:

Historically the characteristics associated with "being responsible" individuals were mostly taught in the home and reflected the norms and values passed on from one generation to the next. Today the skills needed to function as a responsible adult have

become more complex. We need a set of skills just to deal with the rapidity of changes occurring in our world. (p. 209)

Teachers at all levels are feeling the effect of these changes. "While the skills required to become a responsible individual have increased, the traditional support system for transmitting these values, the family, has eroded" (McCabe and Rhoades, 1992, p. 210). Family structure continues to decrease, as negative forces from society continue to increase. According to James Bellanca, there are three factors that have contributed greatly to the increased number of students who have little idea how to behave responsibly. These factors are the dissolution of the family, poor television models, and unclear value focus in the school. "As the number of these students increases, the amount of attention that a teacher can give to the academic work in school diminishes" (Bellanca, 1992, p. 201-202).

As a result of these declines, Thomas Lickona (1992) says "respect and responsibility are the 'fourth and fifth R's' that schools not only may, but also must teach if they are to develop ethically literate persons who can take their place as responsible citizens of society" (p.43).

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

The problem of student responsibility was identified by the researchers at the targeted school. In order to assess the extent of the problem, researchers used the following tools: teacher observation checklists, surveys, self-assessments, and teacher journals.

A teacher observation checklist was developed by reseachers A and B (Appendix A) to aid in the recording process. Researcher C recorded incidents with anecdotal records. Categories of behavior and number of incidents for researcher A are summarized in the table below.

Table 1

Categories and Number of Irresponsible Behaviors Sept. 3, '96 through Sept. 27, '96

	Number of Incidents	Number of Students
Materials missing	0	0
Homework missing	29	13
Inaccurate work	8	3
Hands not to self	14	9
Unkind words	5	3
Lying	5	3
Off task	99	14
Difficulty following	157	12

After analyzing these data, Researcher A noticed that the targeted students were having the most difficulty staying on-task and following directions. The number of infractions in these two categories are almost triple the number of infractions in all other behavioral categories. It is important to note that in the behavior categories the number of incidents and number of students do not match up. This means that some of the same students are repeating these irresponsible behaviors. Further analysis specifies that 220 of the 317 total incidents of "off task" and "difficulty following directions" were distributed among only six students. It is possible that there are some attention or processing difficulties in these children. However, these issues will not be addressed at this time.

Figure 1 graphically shows the results of the teacher observation checklist results taken from September 3 through September 27, 1996.

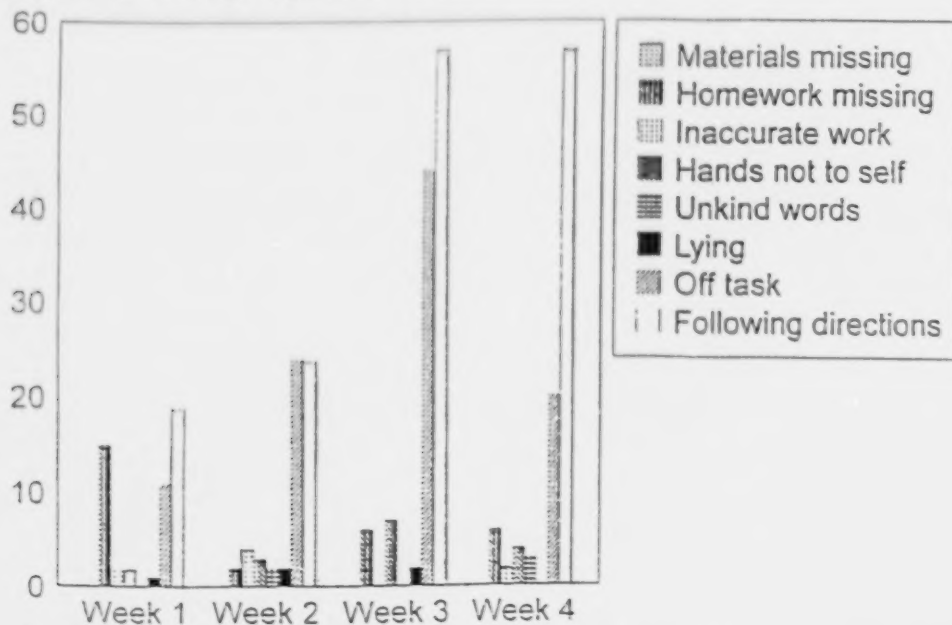


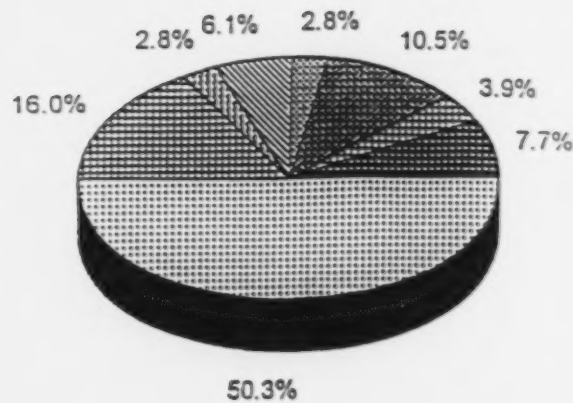
Figure 1. Categories and frequencies of irresponsible behaviors for the targeted class during September 1996.

There were no incidences of materials missing. The number of infractions in the "homework missing" category have gone down from the first week. The first week of data collection was also the first week for homework to be completed. It is possible that targeted students were unsure of the homework policy.

The number of violations in the categories of "inaccurate work," "hands not to self," "unkind words," and "lying" have stayed consistently low. The few incidents that have occurred were considered "normal" behaviors for the age group.

After reviewing anecdotal records and conferencing with all of the targeted students on their portfolios, Researcher A noted that few of the targeted students were reflective about their schoolwork. It was difficult for many of the students to give sound answers to questions such as "what do you do well at school?" and "what do you find difficult about school?" In addition to this, the researcher had the children complete three oral self-assessments (Appendix B). The results of these assessments further established that children had difficulty thinking back upon a lesson; Some answers given by students were inaccurate. For example, some children were not telling the truth or were not perceiving a problem about following directions and working quietly, when the researcher had previously indicated that they had difficulties in those specific areas. These two examples, difficulty reflecting on portfolios, and inaccurate self-assessments, show that there is a need for more self-analysis and thus, more self-assessments.

Researcher B also used the observation checklist (Appendix A) to aid in the recording process. The figure below shows data collection for the month of September 1996.



Materials missing	homework missing	inaccurate work	hands not to self
unkind words	lying	off task	following directions

Figure 2. Categories and percentages of irresponsible behaviors for the targeted class during September 1996.

The information shows the percentage of irresponsible behavior during the month of September in Researcher B's targeted first grade classroom. The highest percentage is in the area of "difficulty following directions." This category is three times greater than any other single area and makes up over half of all recorded incidents. "Off- task behavior" is the second highest area recording 16%. "Inaccurate work" makes up 10.5 % of the recorded incidents rounding out the top three greatest infractions. Not following directions not only contributes to behavioral issues, but academic issues such as inaccurate work. A further analysis of the teacher observation checklist indicates that 42% of all recorded infractions were caused by three students.

Researcher C had the advantage of previous teachers' input pertaining to the targeted fifth grade students. Some behavioral adaptations were already in place prior to the start of the school year which allowed Researcher C to focus primarily on academic areas, rather than behavioral areas. After reviewing anecdotal records, teacher's journal, surveys, and academic student

self-assessments (Appendices N-S) during weekly portfolio conferences for the month of September, Researcher C has noted that 63% of all infractions resulted from a lack of responsibility to complete homework assignments. Researcher C made direct parent notification after all homework infractions. Of the 63% of homework infraction notifications, only 40% had a parental response. When students and parents were confronted with questions concerning a lack of responsibility, responses were overwhelmingly apathetic from both parties.

Probable Causes

Many factors contribute to the problem of students' lack of responsibility in both academic and behavioral areas. One of these factors, as noted through teacher observations, is the lack of student ownership for their learning. High incidents of homework infractions also contribute to the problem. The absence of continual progress reports, and lack of employing student self-assessment, is another possible cause contributing to students' lack of responsibility. Lastly, the researchers believe that inappropriate parental involvement, where parents take measures to prevent students from facing consequences for their actions, adds to the problem of students' irresponsibility and is the most difficult to transcend..

The literature cites a plethora of probable causes for students' lack of responsibility. According to McCabe and Rhoades, "the skills associated with being a responsible individual were mostly taught in the home and reflected the norms and values passed on from one generation to the next" (1992, p.209). Due to societal changes today, teachers must think and act more globally, and provide students with the complex skills necessary to function as responsible adults. McCabe and Rhodes conclude that we expect our students to be responsible, but do not allow them the opportunities necessary to learn and practice responsibility (1992, p. 209). Student

responsibility also needs to be practiced in conjunction with the assessment process. Assessment in schools relies primarily on teacher evaluation, giving little or no value to students' input.

According to Stiggins:

To tap the full potential of the bond between classroom assessment and the effectiveness of schools, we must expand our collective vision to include students as assessment users too. Yet we never think of students in this way. We see them as the examinees. We assess them and then we use the assessment results to decide how to treat them. Our definitions of the roles of assessment in school effectiveness virtually always cast students in a passive role. (1996, p.2)

This infers that assessments are not effectively utilized in today's classrooms. When students are passive they do not take ownership of their learning. If we do not give students opportunities to self-evaluate, they will not have the capabilities to monitor their individual progress. They may become adults who seek extrinsic validations rather than intrinsic motivation. Wolf (1989) states:

Virtually every student walks out of school into years of long-term projects: raising children, building a house, running a farm, writing a novel, or becoming a better lab technician. All of these projects require moment-to-moment monitoring, Monday morning quarterbacking, and countless judgments of errors and worth. Unfortunately, very little in the way we now structure assessment in schools names or encourages those lifelong skills. (p.35)

Hebert also acknowledges "the design and implementation of alternative modes of assessment will entail nothing less than a wholesale transition from what we call a testing culture to an assessment culture" (1992, p.58).

"While the skills required to become a responsible individual have increased, the traditional support system for transmitting these values, the family, has eroded. The average amount of one-to-one contact time between parent and child is now approximately fifteen minutes per day" (McCabe and Rhoades, 1992, p.210). Due to our ever changing society, the demands to produce responsible, cooperative students have placed a heavier burden on today's educational system. These demands necessitate curriculum changes.

"There is mounting evidence that when parents and teachers work closely together..., students do better and like school more" (Marquand, 1988, p.21). Unfortunately, parents seem to be misinformed and therefore, inappropriately involved in the educational arena. Inappropriate parental involvement spans a wide range, but ultimately creates a negative example and encourages apathy in the students.

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

Literature suggests a wide variety of solutions to combat the ever present problem teachers face when dealing with student responsibility. According to McCabe and Rhodes (1992):

We cannot expect our students to develop a sense of responsibility for themselves or for the society in which they live by simply talking about it. Developing responsibility is an active exercise. We need to provide instruction in the skills involved with responsibility but, perhaps more importantly, we must provide our young people the opportunity to learn about and develop a sense of responsibility through experience. In other words, we must provide them multiple opportunities to be responsible. (pp. 211-212)

A California Task Force affirmed that personal responsibility involves honesty with self and others, making careful and informed decisions and accepting the consequences of actions without blaming others or circumstances. By allowing students to become active participants in decision making, they begin to understand how all decisions affect their lives. (McCabe & Rhoades, 1992).

According to Stiggins (1996), students are becoming too passive in their learning and must become directly involved in their assessments. Stiggin's research reveals that when students become more involved in the assessment process, their sense of personal responsibility increases, as well as the overall effectiveness of the school in general. "After each cooperative learning activity, students are asked to reflect on their learning as a way of sharpening awareness of the values and understandings they are gaining from working together" (Likona, 1992).

Cooperative learning prepares students for the world into which they will graduate. It offers them the opportunity to develop pro-social behavior. "The skills developed by cooperative learning - among the most important in life- include listening, taking the view point of others, communicating effectively, solving conflicts, and working together to achieve a common goal. Studies show that students given regular practice in cooperative learning do indeed get better at these interpersonal moral skills" (Likona, 1992). Cooperative learning also offers active participation in academic skills. Likona (1992) states:

Everyone benefits from working together in mixed ability groups, including the academically more able students. They learn to work with and care about people different than themselves, and they master the subject matter at a deeper level because they are helping to teach it to someone else (p. 188).

Cooperative learning makes an exciting classroom and promotes active learning. Research continually states that learning to cooperate and cooperating to learn are necessary lifelong skills.

Literature suggests the use of portfolios as another possible solution to increase student responsibility. Portfolios require that students show how and what they have learned. A well

organized portfolio could include the following: student self-assessments, logs and journals, observation checklists, photographs, video and/or audio tapes, interviews, projects, graphic organizers, peer evaluations, artwork, and work samples. Students show ownership for their learning by focusing on their accomplishments and setting new goals for themselves (Barnett, 1992). As students begin to take ownership for their portfolios, they will take ownership of their ideas. Students will recognize that learning is an active process in which they need to be personally involved (De Fina, 1992). "If they take pride in their learning, it is their judgment, their self-assessment, and their self-evaluation that really counts" (Burke, 1992, p. 179). One main goal of implementing portfolios is to teach students the value of self-assessment while becoming more involved with their learning. The portfolio process allows them ample opportunities to collect artifacts, select pertinent work samples, and reflect on their learning.

Self-assessment empowers students to become self-directed learners. Barnett, (1991) argues that students need more opportunities to assess their own learning in order to become more responsible for their education. As students regularly review their work through self-assessment they begin to understand and internalize how they learn. Self-assessment also motivates students to set personal goals. In essence, we can help our students learn to use the assessment process to understand what it means to succeed and to anticipate success in the future (Stiggins, 1996). Academic success begins to dominate a student who has confidence in himself and a positive attitude toward the educational experience.

Parents have a great impact on their child's education. A partnership must occur between parent/student/teacher making communication a vital tool in the education process. In addition to

parent/teacher communications, student led conferences strengthen the partnership and allow student responsibility to flourish. Stiggins (1996) states:

The practice of involving students in the process of communication about their achievement through student-led parent conferences can link self-assessment and the communication process in ways that can lead to even greater motivation than grades ever produced. In the conferences, students are responsible for describing to their families at least part of the evidence of their own achievement. When students understand that they, not their teacher, will be reporting on their academic success (or lack of it), students see that they will have to be accountable. Once they have positive experience with this process and develop confidence in themselves, they become even more motivated to succeed academically. (p.3)

Project Objective and Process

As a result of implementing portfolios during the period of August 1996 to February 1997 the kindergarten, 1st, and 5th grade students from the targeted classes will increase their academic and social responsibility as measured by self-assessments, teacher observations, and academic assessments.

In order to accomplish the project objective, the following processes are necessary:

1. Create materials and strategies that complement the portfolio process in the targeted classrooms.
2. Engage students in academic and social self-assessment activities, employing peer teams as part of the process.
3. Develop successful parent/student/teacher communication.

Project Action Plan

The following plan was designed to implement three major solution components: create materials and strategies that complement the portfolio process, engage students in academic and social self-assessment activities, and develop successful parent/student/teacher communication. The improvement desired as a result of the implementation plan is: increased academic and social responsibility in the targeted kindergarten, 1st, and 5th grade students.

Prior to implementing portfolios, the researchers will develop daily schedules, create a specific portfolio design and process for each grade level, inform students and parents of the portfolio process and access and organize materials for use.

Although the portfolio process and design will differ at each grade level, all plans will include student and/or parent conferences, teacher journals and checklists, self-assessments, audio and/or visual tapes, rubrics and photographs. Cross-grade peer helpers will also be implemented in all targeted classes. Kindergarten students will work together with 6th grade students, while 1st grade students will team up with 5th grade students to form peer teams, referred to as "buddies." These buddies will meet on a weekly basis and engage in a variety of academic and social activities. These activities will include portfolio development, self-assessments, peer conferencing and miscellaneous academic and non-academic projects.

Portfolio Plans

The kindergarten portfolio plan will be primarily teacher directed with an emphasis on responsible behavior, progress in language and math, and personal accomplishments. The portfolio will be in the form of an expandable folder with file folders separating the content areas. The researcher will engage students in a monthly conference during a specified center time.

During these conferences the students will reflect on their behavior, academic work and identify goals.

The first grade portfolio plan will be primarily teacher directed, allowing for student choice. The emphasis on this portfolio design will consist of five academic areas: reading, writing, math, science, social studies and three non-academic areas: behavior, physical growth, and personal accomplishments. The portfolio will be in a three ring binder with index tabs separating content areas. The researcher will engage 1st grade students in a conference at least once per 6 week period. During these conferences the students will reflect on their behavior, academic work and identify goals.

The 5th grade portfolio plan will be a teacher-student partnership with a 90% emphasis on all academic areas and 10% emphasis on personal accomplishments. The portfolio will be in a three ring binder with index tabs to separate content areas. The researcher will engage students in a weekly conference during a specified center time. Prior to these conferences the students will reflect on and identify work for the final portfolio. Part of the 5th grade conferencing process will be to review contents of the portfolio with the teacher/researcher and practice conferencing skills necessary for parent/teacher/student conference.

Self-Assessment

The researchers will engage kindergarten, 1st and 5th grade students in self-assessment activities during the period of August 1996 to February 1997. The kindergarten, 1st and 5th grade students will complete 5, 20, and 30 self-assessments respectively. Following the portfolio emphasis, the kindergarten self-assessments will focus primarily on behavior, the 5th

grade self-assessment will focus primarily on academics, with 1st grade using a combination of the two. A variety of self-assessments comprised mainly of paper and pencil questionnaires will be administered. (See Appendices A-S). Fifth and sixth graders will be periodically assisting the kindergartners and first graders by recording their answers for their self-assessments.

Parent/Student/Teacher Communication

Parent/Student/Teacher communication is the third intervention in this action plan. To enhance communication the researchers will begin the school year by introducing and explaining the portfolio process to parents on "Meet the Teacher Night." Communication with parents will continue throughout the school year by the means of newsletters, conferences, parent surveys and a monthly school newspaper. Parents will be encouraged to become active participants in their child's education through volunteer classroom work and involving themselves in all aspects of the portfolio process.

Methods of Assessment

The researchers will implement portfolios as a means of both intervention and assessment. Portfolios of student work will be kept throughout the intervention period. Scoring rubrics will be developed, and interviews with students will be held as part of the assessment process. The researchers will engage the targeted students in the self-assessment process which will produce a product to be used as a method of assessment. Parent/Student/Teacher communications will become an additional method of assessment through the use of surveys, questionnaires and daily feedback. Together these methods of assessment will provide an accurate representation of the interventions' effectiveness.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The objective of this project was to improve student academic and social responsibility. The implementation of portfolios, self-assessments, improved parent/student/teacher communication, and cross-grade peer helpers ("buddies") were selected to affect the desired changes.

Portfolios were used to actively engage students in their learning. Researcher A implemented portfolios at the kindergarten level. These portfolios were teacher directed using the following categories: Academics, Social Skills, and Successes. During these conferences Researcher A met one-on-one with students to review entries, self-assessments, behavior, and to set learning goals. Due to lack of prior experience and the time required to complete each, portfolio conferences were held four times during the research period rather than the planned six meetings. Researcher B implemented portfolios at the first grade level. These portfolios were primarily teacher directed using the following categories: Watch Me Grow (self-portraits and monthly writing samples), Writing (stories and dictated sentences), Reading (assessments), Science, Social Studies, Math, You're Extra Special (Y.E.S. - student selected successes), and

Thinking (self-assessments). Parent conferences centered around the student portfolios, although students were not present. Portfolios were also used for "buddy" conferencing and Open House. Researcher C used portfolios in every academic area in the fifth grade classroom. These portfolios were primarily student directed and were reviewed weekly with Researcher C. Once every six weeks students were involved in student-led portfolio conferences with their parents.

Self-assessments were implemented by all researchers. It was hoped that kindergarten, first, and fifth grade students would complete 5, 20, and 30 self-assessments respectively. Due to unforeseen circumstances and time constraints, kindergarten, first, and fifth grade students completed 5, 15, and 20 self-assessments respectively. Researcher A modified self-assessments as necessary. The first self-assessment was a total of five questions and was given orally. The second assessment was nine questions and it was read to the kindergartners by their sixth grade buddies. The third, fourth, and fifth assessments were ten questions each. Researcher A read the third assessment to the children during one-on-one portfolio conferences. The fourth and fifth assessments were read to the kindergartners as a whole group. What began as primarily behavior self-assessments in Researcher B's first grade class turned to academic self-assessments as the research period progressed. Researcher A's self-assessments maintained a behavioral focus, while Researcher C's maintained primarily an academic focus.

In order to address parent communication, all researchers introduced the portfolio process at "Meet the Teacher Night" the first week of school. At this time, the researchers also explained the action plan and obtained 100 percent parental permission. Weekly classroom newsletters began the first week of school. Parent surveys were sent out periodically. Researchers A and B sent out two parent surveys, while Researcher C sent seven surveys. Researchers A and B held

parent conferences in October, while researcher C held student-led parent conferences in October and again in January. Periodically, parents were offered additional opportunities to join their child in classroom activities. A school newspaper issued at every six week grading period kept the parents updated throughout the year.

All researchers implemented a cross-grade peer helper program (Buddies) the first month of school. Researcher A's kindergarten class met with sixth grade buddies bi-weekly. Researchers B and C began first/fifth buddy work the first week of school and continued to meet weekly. Buddy activities included academic work, as well as social skill development.

Presentation and Analysis of Results

In order to assess the effects of the interventions (portfolios, self-assessments, improved parent communication, and buddies) as they pertained to student responsibility, Researcher A utilized behavior checklists, self-assessments, and surveys. The behavior checklist was used to keep a weekly tally of irresponsible behaviors throughout the intervention. These data were aggregated by month and are presented below in Table 2.

Table 2

Categories of Irresponsible Behaviors by Month

	October	November	December	January	February	Total
Homework Missing	31	20	19	20	20	110
Inaccurate Work	4	4	1	0	2	11
Hands Not to Self	10	5	3	4	1	23
Unkind Words	6	1	0	0	2	9
Lying	3	3	1	0	1	8
Off Task	68	55	58	48	40	269
Difficulty Following	98	56	27	17	18	216

The interventions appear to have had a positive effect on all targeted behaviors. In all categories the number of incidents decreased from the first month (October) to the final month (February), by at least 20 percent. There were not many infractions in the following categories: "Materials Missing", "Inaccurate Work", "Unkind Words", and "Lying". There were more significant problems in these categories: "Homework Missing", "Off Task", "Difficulty Following Directions". There are some important things to note when analyzing the data. In the "Homework Missing" category incidents went down after October and then stayed fairly constant. Also noteworthy is the fact that the same children kept forgetting their homework. Four children consistently forgot their homework. Those four children were responsible for 39 out of 110 infractions (35 percent). There were not many problems in the "Hands not to Self" category. In each month, the number of incidents went down. In the category of "Off Task", incidents went down after Christmas break. Researcher A noted that the same students were consistently off task. For example, four male students were responsible for 66% of the incidents (178 out of 269). One of these students was referred for testing and may qualify for special services. Incidents in the category of "Difficulty Following Directions" went down significantly after November. Figure 3 graphically represents preintervention (September) and postintervention (February) data.

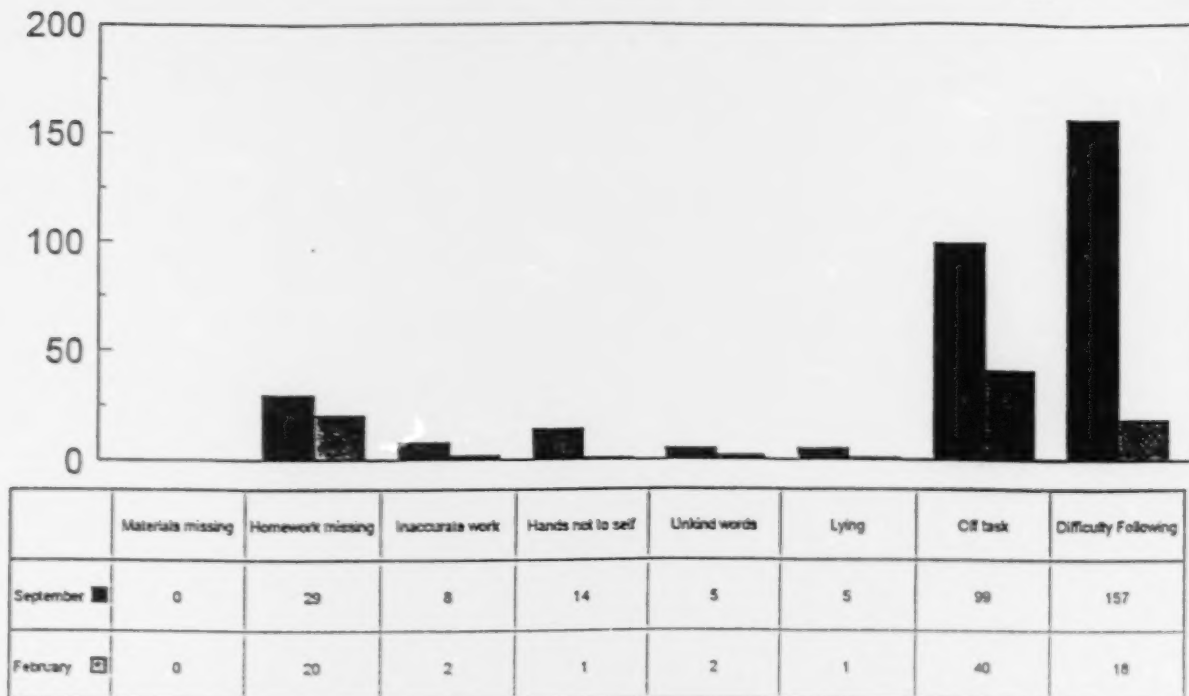


Figure 3. Categories and frequencies of irresponsible behaviors for preintervention and postintervention.

In each category, incidents of irresponsible behavior went down. The categories of "Off Task" and "Difficulty Following Directions" showed the most significant improvements.

Researcher B also utilized behavior checklists. The behavior checklist was used to keep a weekly tally of irresponsible behaviors throughout the intervention. Data was not collected during the month of November due to unexpected personal circumstances. These data were aggregated by month and are presented below in Table 3.

Table 3

Categories of Irresponsible Behaviors by Month

	October	December	January	February	TOTALS
Materials Missing	9	0	9	1	19
Homework Missing	4	7	6	0	17
Inaccurate Work	8	2	0	1	11
Hands not to self	0	0	0	0	0
Unkind words	1	1	0	1	3
Lying	2	2	2	0	6
Off task	29	10	6	6	51
Difficulty following	69	22	26	18	135

The number of incidents of irresponsible behavior stayed the same or decreased in all targeted areas from the first month of intervention (October) to the last month of data collection (February). The most significant decreases occurred in the areas of "Difficulty Following Directions" and "Off Task" respectively. For the month of October, three students were responsible for 59% of the infractions. Two of the three students were evaluated for Attention Deficit Disorder and the third child displayed a great deal of immature behavior. One student then was identified and is being treated for Attention Deficit Disorder. Clearly, the most significant area of concern is in the area of "Difficulty Following Directions." Out of 242 infractions, 135 were in the area of "Difficulty Following Directions", which makes up 56% of all infractions. In the last month of data collection, 18 incidences were recorded compared to 163 infractions

recorded for preintervention data. This is approximately a 90% decrease in the number of infractions for "Difficulty Following Directions."

Researcher C chose not to administer the behavior checklist in the targeted 5th grade classroom because academics was the focus and behavior was less of a concern.

Portfolios

All researchers implemented age-appropriate portfolios in the targeted classrooms.

Researcher A used teacher journals, PMI's, and other written feedback to assess the effectiveness of portfolio implementation. Notes kept by Researcher A in a teacher journal indicated that the students were more reflective about their work as a result of the portfolio process. In September, it was noted that the students "were marking inappropriate responses on their self-assessments." In late November, Researcher A noted that "some students were surprisingly honest" on their assessments. By late January, the researcher wrote "children are really thinking about their behavior on their self-assessments." "Students are honest. There has been a noticeable change from the first self-assessment". By December it was also noted that children were more capable of setting learning goals and meeting those goals. Also noteworthy was that the children were excited about seeing their learning and progression. Oral student feedback from Researcher A's classroom included comments such as "portfolios help us learn", "goals are important and fun", and "we can keep our work in it all year and then take it home". Several students noted different activities that were their favorites. Furthermore, parents in Researcher A's kindergarten classroom responded positively towards portfolios. In verbal and written feedback, they noted that they liked portfolios because they could see progress, and accomplishments; They also liked

to see what subjects the children had been learning. A comment was made by two different parents that they wished it could be sent home or viewed more frequently.

Researcher B implemented portfolios in the targeted first grade classroom. PMI's, written feedback, and teacher observations provided Researcher B with positive responses from all participants. Students' noted improvement in their handwriting, reading ability, writing skills, math skills, and their ability to add details to their drawings. Children also noticed changes in physical appearance through photographs in their portfolios. As students analyzed their portfolios, they could identify specific skills they had mastered and celebrated their progress. In addition, written parental feedback supported portfolios. The parents indicated that the portfolio was "an eye-opener in showing your child's progress. Sometimes when learning seems slow, it's good to look back and realize just how much they've absorbed over the course of the year."

Researcher C focused primarily on the implementation of portfolios in the targeted 5th grade classroom. The portfolios encompassed all academic areas, as well as a section for personal celebrations. Researcher C's students decided as a whole that five entries per academic area should be selected for every six week grading period. Portfolios were reviewed weekly during a scheduled portfolio time in small groups with Researcher C. One hundred percent of all students in the targeted 5th grade classroom either met or exceeded the goal of five new entries per academic area for every grading period throughout the implementation period. As noted in Researcher C's teacher journal, students progressed from seeking Researcher C's approval and support of their portfolio entries, to total independence on selecting entries.

Another facet of the portfolio process in the targeted 5th grade classroom was the implementation of student-led parent conferences. During the first month of the data collection

(September) students were guided through the conference process. Lessons included practice sessions with peers, cross-grade students, and adults. The first student-led parent conference occurred in mid-October, a second one took place in January, and a third conference was held in early March. At each conference all parties involved noticed the progress being made by the students in leading the conferences. These comments were noted on student PMI's, parent surveys, and teacher journal notes. One hundred percent of all feedback received from parents also noted that they were impressed with the depth their child used to explain their academic progress.

The organization resulting from the implementation of portfolios lent itself to a more heightened awareness of student growth and development that in turn led to more meaningful student reflections and self-assessments.

Self-assessments

Responses to self-assessments from Researcher A's targeted classroom are available in Appendix C. Analysis of these data shows that there were some changes in student responses on their self-assessments. Originally, most students indicated that they were "always" doing the desired behaviors. In October, the mean for students answering "always" on their self-assessments was 18.6; The mean for students answering "sometimes" was 0.4. By December, at the height of the intervention, the mean for answering "always" was 14.6 and the mean for answering "sometimes" was 4.4. In February, the last month a self-assessment was completed, the mean for students answering "always" was 11.6 and the mean for "sometimes" was 6.4. By February, many more students were indicating that they didn't always carry out the desired behaviors. Researcher A noted several times in a teacher journal that children were

becoming more thoughtful and reflective beginning in November and December. The data from the table also reflect this. It seems as students became more reflective, their behavior improved. Fewer incidents of irresponsible behaviors such as "hands not to self", "off task", and "difficulty following directions" were occurring, as noted previously in Table 2.

Self-assessments were an important aspect of Researcher B's intervention. The targeted first graders completed 15 self-assessments for academic skills and attitudes, as well as for behavioral measures. Students' responses are available in appendices D, H, and J. As noted in Researcher B's teacher journal, the answers for the self-assessments became more honest. Researcher B also noted fewer infractions occurred as children became more familiar with the self-assessments. Students were also able to verbally explain to Researcher B the reason for their answers.

Researcher C relied on self-assessments as a major part of the portfolio process. The students were required to self-assess all entries placed in their portfolios either by using a PMI, an entry selection form, or verbal explanations. The students were also required to assess other areas such as, their behavior, their teacher's work, and the first/fifth grade buddy program. Researcher C also relied on parents' written feedback on student-led conferences, portfolios, first/fifth grade buddies, and classroom activities to assist in making improvements.

Parent Communication

Researchers A, B, and C noted in teacher journals that parent/teacher communication was, for the most part, positive. Discussions at "Meet the Teacher Night", conferences, and Open House, as well as unofficial meetings, were very favorable. Parents supported the portfolios, self-assessments, and the cross-grade buddies implemented as part of the research. Written

feedback was also very supportive and positive. Parents in Researcher A's classroom made statements such as "children have been enjoying school, children have learned a lot, and children have developed positive socialization". Written feedback from parents in Researcher A's classroom included statements such as "students were able to see their own progress" and "students can see improvements and accomplishments." Researchers noted that due to an increase in communication about the importance of portfolios and student responsibility, parents, as well as students, became more informed. Verbal feedback from parents in all targeted classrooms stated their great appreciation for being informed and involved in the portfolio process. A lack of parental contacts related to discipline infractions helped to affirm that parent communication was effective.

Buddies/Peer Helpers

Responses from parents on the peer helper program has been overwhelmingly positive. Parents have mentioned that students get excited about coming to school to see their buddies. Written feedback from Researcher A's class consistently mentioned positive comments such as they enjoy talking to their buddy, completing art projects, and reading with their buddy. Neither the kindergartners nor the sixth graders mentioned any negatives about their buddy experience. The researcher has noted that both the older and younger buddies feel a sense of caring for another. The older sixth grade buddies feel as if they are responsible for the kindergartner, and kindergartners just like having an older friend. Both age groups have an fresh understanding that they can learn a lot from others.

Researchers B and C worked together with two additional first/fifth grade colleagues. As stated earlier, first/fifth buddies met weekly to accomplish a variety of activities in cross-curricular

areas. Researchers B and C used PMI's, student surveys, written parent feedback, and teacher observations to assess the effectiveness of this program. Overwhelmingly, the response was positive from all participants. Teachers and parents indicated growth and development in the areas of student responsibility, care and concern for students with various needs, socialization skills, and self-esteem. The fifth graders began to look out for the first graders in the halls, on the buses and even out in public. These friendships went beyond the school walls. One parent wrote that "because the fifth graders knew my child (a first grader), we avoided a dangerous situation when my child missed the bus. She thought she would have to walk home after missing the bus. The fifth graders took my child into the office." Another parent wrote that "it's so nice to be out in public and have the older kids speak to the younger ones. This builds great relationships." Many students have written in their journals that their buddies have been over to their homes over the weekend or after school.

Positive behavior changes were noted in all targeted classrooms. Researchers' anecdotal records reflected an increase in student responsibility in those classrooms.

Conclusions and Recommendations

In all interventions, Researchers A, B, and C noted positive effects. Although Researchers A and B know the interventions contributed significantly to the overall improvement of student responsibility, the researchers in the targeted primary classrooms believe that learning the classroom routine and students' maturation were also a factor in the early months of data collection. There were high incidents of irresponsible behavior in the months of September and October. By November, a time when students are familiar with the class routine, improvements in responsibility began to have a more noticeable significance.

The intervention that most significantly impacted Researcher A's targeted kindergarten class were the self-assessments. The children began to recognize that they were not always carrying out the behaviors on the self-assessments. Although irresponsible behavior still occurred, students began to realize that honesty was important and displayed this realization in their assessments. Students were not only more accurately reflective on their self-assessments, but Researcher A noted that they were more thoughtful about their portfolios. During student/teacher portfolio conferences students became more advanced in their capabilities to make connections in their work. Under the guidance of Researcher A, students were able to set learning goals and were also able to analyze whether or not they had met those goals.

Researcher A would recommend holding portfolio conferences once during a nine week grading period. Younger children simply take longer to look through their work and set goals. Unforeseen circumstances extended the amount of time Researcher A originally intended to spend on the conferences. For example, during the holiday season many different school activities occur, and students tend to leave on vacations, not allowing for a conference time. Another recommendation of Researcher A is to use three ring binders for student portfolios, in place of the expandable folders. This would make it easier for students to take home their work and show it to their parents between conferences. Should another professional or researcher choose to use self-assessments in a kindergarten classroom, Researcher A would advise first practicing self-assessments and discussing honesty. Oral self-assessments work best when first starting the process. Older "buddies" that can read the self-assessments to the younger student also worked well. Later, the students can have the assessment read to them and can mark their answers on their own.

The 1st/5th Buddy program impacted the targeted first grade class most significantly according to Researcher B. Meeting consistently and having the same buddy every week produced great bonds between the buddies. The students, both first and fifth graders, looked forward to working with their buddies on Fridays. It has also been exciting to see the pride the students display as they perform plays for each other. No matter the performance, the buddies think their buddy is the best in the world. After the fifth graders performed their school play, the first graders wrote them notes and asked for autographs. The fifth graders beamed with pride at their accomplishments.

The buddy program not only paid great dividends socially, but academically as well. Writing notes back and forth to the fifth graders and putting the notes in the mailboxes was invaluable to show the first graders that reading and writing are meaningful, especially at the beginning of the year when the first graders are just learning how to read and write. The letters created a motivation for the first graders that was irreplaceable. Several fifth graders also served as tutors to the first graders for practicing spelling words, as well as listening to the first graders read.

To implement the buddy program, Researcher B recommends meeting consistently and often with the buddies. Keeping the same buddy throughout the year provides stability and consistency. At the beginning of the program, teachers should provide activities to help the buddies get acquainted. The buddy program takes a lot of time, so teachers should provide activities in academic areas, as well as the arts. Assistance might be needed to help the fifth graders assess the needs of the first graders and help meet the needs. Addressing these needs in a

positive way will create a caring environment. To ensure success, start with small projects to evaluate the ability of all of the students involved to work together.

Researcher C's targeted 5th grade class benefited most significantly from the implementation of portfolios. The process, as well as the portfolios themselves, acted as a teaching tool which aided the students in enhancing their learning skills. The students' written feedback on self-assessments included comments such as, "I love having a portfolio because I can look back on my old work and see how much better I have gotten in all of the subjects."; "I never thought I could keep my portfolio neat and it's always organized."; and "I really like picking out what work goes into my portfolio." These comments, and many others, indicated to Researcher C that the students had begun to internalize their learning and give it personal meaning. Also, the classwork chosen to be placed into the portfolio was well thought out and often had a multitude of reasons for being placed in the portfolio. It was noted that students were able to verbalize the meaning of each entry's placement in the portfolio. Anecdotal records, parent feedback, and students' self-assessments all reflected the positive attitudes and successes of the portfolios.

Another aspect of the portfolio process that had great impact on the targeted 5th graders was the student-led parent conference. Researcher C, parents, and students all had written feedback which commented on how these conferences acted as confidence builders for the students. Students were enthusiastic and articulate at these meetings and parents were proud of the manner in which their child conducted him/herself. All parties involved noted through journal entries, verbal and written feedback, and self-assessments that students were able to give more in-depth answers to questions concerning their schoolwork.

Researcher C felt very comfortable with the implementation of portfolios in the targeted 5th grade classroom. For other professionals thinking about implementing the same intervention, Researcher C would advise dealing with one aspect of the process at a time. If portfolios are to be used, student-led conferences could be implemented at a later date rather than trying to introduce them simultaneously.

In conclusion, Researchers A, B, and C strongly recommend the implementation of portfolios, peer helpers, self-assessments, and increased parent communication to increase student responsibility. In order to ensure success in any given implementation, one should introduce an intervention and become comfortable with that process before adding any additional interventions. The ages and needs of the students must be considered prior to deciding the amount of intervention to be made in any given classroom. Teachers need to integrate their curriculum with the intervention to alleviate additional pressures.

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Week of _____

43

Appendix B
Sample Self-Assessment

Student Name _____ Teacher Name _____

Date _____

Student Self Assessment-Responsible Learners

1. I have my materials here.



2. I get my work done on time.



3. My work is neat.



4. I take home important papers.



5. I bring back important papers.



6. I listen carefully.



7. I follow directions.



8. I tell the truth.



9. I use kind words.



10. I keep my hands to myself.



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Appendix C
Survey Responses-Raw Data

	October			November			December			January			February		
	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N
Q1	-----			11	9	0	9	10	0	8	12	0	11	7	0
Q2	19	0	0	-----			13	6	0	11	9	0	9	9	0
Q3	19	0	0	16	4	0	15	4	0	10	10	0	11	7	0
Q4	-----			19	1	0	18	1	0	18	2	0	16	2	0
Q5	-----			16	4	0	10	9	0	12	8	0	12	6	0
Q6	19	0	0	14	6	0	12	7	0	15	5	0	9	9	0
Q7	17	2	0	18	2	0	18	1	0	14	6	0	12	6	0
Q8	-----			18	2	0	19	0	0	19	0	1	15	3	0
Q9	19	0	0	18	2	0	19	0	0	13	7	0	10	8	0
Q10	-----			17	3	0	13	6	0	14	6	0	11	7	0

Q= Question

A= Always

S= Sometimes

N=Never

Appendix D
Survey Responses-Raw Data

Student Name _____ Teacher Name _____

Date _____

Student Self Assessment-Responsible Learners

- | | | | |
|-----------------------------------|--|---|---|
| 1. I have my materials here. |  17 |  3 |  0 |
| 2. I get my work done on time. |  11 |  9 |  0 |
| 3. My work is neat. |  18 |  2 |  0 |
| 4. I take home important papers. |  19 |  1 |  0 |
| 5. I bring back important papers. |  19 |  1 |  0 |
| 6. I listen carefully. |  18 |  2 |  0 |
| 7. I follow directions. |  16 |  4 |  0 |
| 8. I tell the truth. |  19 |  1 |  0 |
| 9. I use kind words. |  20 |  0 |  0 |
| 10. I keep my hands to myself. |  18 |  2 |  0 |

Appendix E
Sample Self-Assessment

PMI GRAPHIC ORGANIZER

Write your own ideas about the pluses, minuses, and interesting aspects of the content.

Plus

Minus

Interesting

Appendix F
Sample Self-Assessment

NAME _____

1. I finished my work.



2. I understood the directions.



3. I worked quietly. (three inch voice)



4. I double checked my work.



5. I did my very best work.



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Appendix G
Sample Self-Assessment

cooperative learning log

NAME _____

1. I completed my job.



2. I used only kind words with my team.



3. I helped when a team member needed it.



4. I used a three inch voice.



5. Overall how we worked as a team.



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Appendix H
Survey Responses-Raw Data

cooperative learning log

NAME _____

1. I completed my job.



	11/4/96		2/5/97		3/7/97	
	thumbs up	thumbs down	thumbs up	thumbs down	thumbs up	thumbs down
1.	19	1	20	1	19	0
2.	20	0	19	1	20	0
3.	20	0	20	0	20	0
4.	18	2	17	3	20	0
5.	20	0	17	3	20	0

2. I used only kind words with my team.



3. I helped when a team member needed it.



4. I used a three inch voice.



5. Overall how we worked as a team:



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Appendix I
Sample Self-Assessment

NAME _____ ROOM _____ TEACHER _____

1. How do you feel when your teacher reads a story aloud?



2. How do you feel when someone gives you a book for a present?



3. How do you feel about reading books for fun at home?



4. How do you feel when you are asked to read aloud to your group?



5. How do you feel when you are asked to read aloud to your teacher?



Appendix I (continued)
Sample Self-Assessment

6. How do you feel when you come to a new word in reading?



7. How do you feel when it is time to do your worksheet or workbook?



8. How do you feel about going to school?



9. How do you feel about how well you read?



10. How do you think your friends feel about reading?



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Appendix I (continued)
Sample Self-Assessment

11. How do you think your teacher feels when you are reading?



12. How do you think your friends feel when you read aloud?



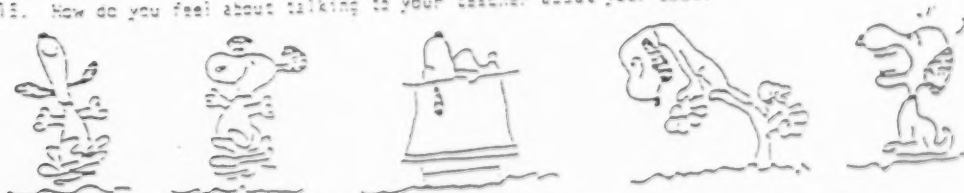
13. How do you feel about the reading book you are in?



14. How do you think you'll feel about reading when you're bigger?



15. How do you feel about talking to your teacher about your book?



Adapted from Reading Attitude Inventory developed by Dr. Paul E. Campbell, Livonia Public Schools, Livonia, Michigan. 1988

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Appendix J
Survey Responses-Raw Data

NAME _____ ROOM _____ TEACHER _____

1. How do you feel when your teacher reads a story aloud?



2. How do you feel when someone gives you a book for a present?



3. How do you feel about reading books for fun at home?



4. How do you feel when you are asked to read aloud to your group?



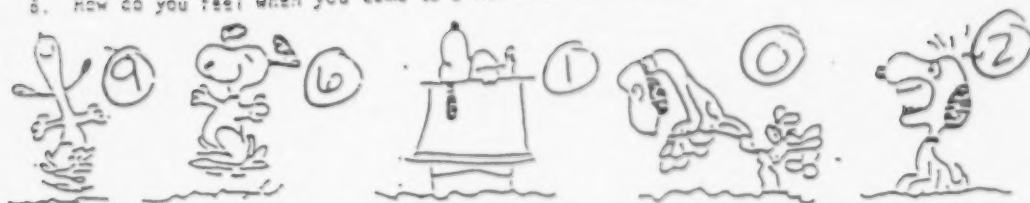
5. How do you feel when you are asked to read aloud to your teacher?



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Appendix J (continued)
Survey Responses-Raw Data

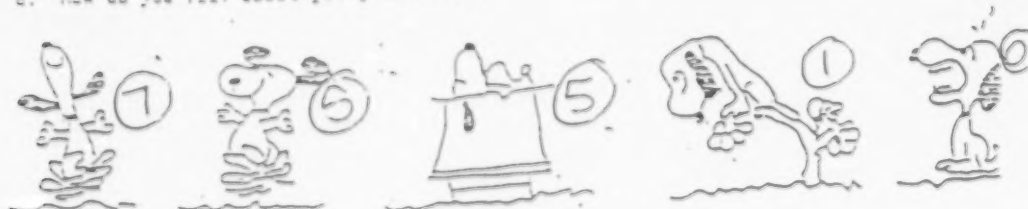
6. How do you feel when you come to a new word in reading?



7. How do you feel when it is time to do your worksheet or workbook?



8. How do you feel about going to school?



9. How do you feel about how well you read?

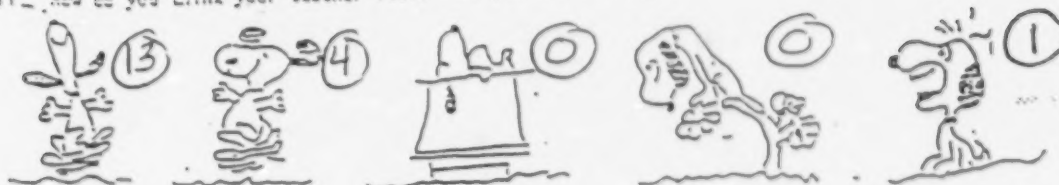


10. How do you think your friends feel about reading?



Appendix J (continued)
Survey Responses-Raw Data

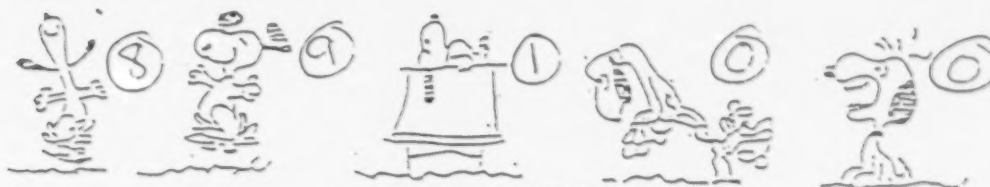
11. How do you think your teacher feels when you are reading?



12. How do you think your friends feel when you read aloud?



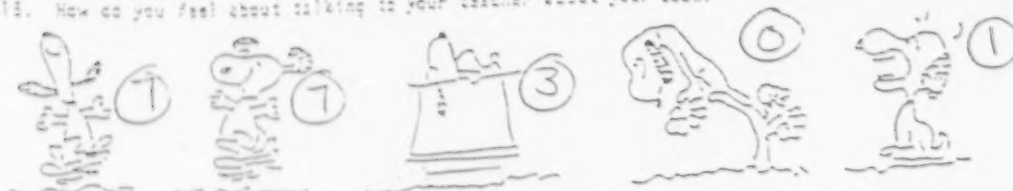
13. How do you feel about the reading book you are in?



14. How do you think you'll feel about reading when you're bigger?



15. How do you feel about talking to your teacher about your book?



Adapted from Reading Attitudes Inventory developed by Dr. Paul B. Ganssall, Livonia Public Schools, Livonia, Michigan. 1982

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Appendix K
Sample Self-Assessment

Inventories and Surveys

Interest Inventory #2

Name: _____

In school I like to:

At home I like to:

My friend is:

I like to watch:

I like to read:

Appendix L
Sample Self-Assessment

Inventories and Surveys

Reading Survey

Name: _____

1. How do you feel about reading? *(Circle one.)*



2. Is it important to be a good reader? *(Circle one.)*



yes



not sure



no

3. Write the name of the last book you read.

4. When you come to a word that you do not know, what do you do?

Appendix M
Sample Self-Assessment

Inventories and Surveys

Writing Survey

Name: _____

1. How do you feel about writing? *(Circle one.)*



2. Is it important to be a good writer? *(Circle one.)*



yes



not sure



no

3. How do you decide what to write about?

4. What do you like about writing?

Appendix N
Sample Self-Assessment



GETTING TO KNOW YOU

Full Name _____

Birthday _____

Number of Sisters _____ Number of Brothers _____

Pets? _____ What Kind? _____

Favorite Food _____

Least Favorite Food _____

Favorite T.V. Show _____

Favorite Movie _____

Favorite Type of Music _____

Favorite Subject in School _____

Least Favorite Subject in School _____

Favorite Book _____

Favorite Out-Of-School Activity _____

Hobbies/Interests _____

Occupational Goal (if any) _____

Person You Admire Most _____ Why? _____

What do you like best about yourself? _____

This year what would you like to make improvements in? _____

What makes you a good friend? _____

What did you like best about last year's teacher? _____

Any additional information you want to include know--- _____

Appendix N (continued)
Sample Self-Assessment

PLEASE COMPLETE THESE SENTENCES. BE TRUTHFUL. . .NO ONE ELSE WILL READ IT.

The one thing I would like to change most about school is _____

Something I hope _____ will do this year is _____

Something I hope _____ will not do this year is _____

I am a person who can _____

I am a person who always _____

I am a person who never _____

I am a person who should _____

I am a person who wants _____

I am a person who wishes _____

I am a person who gets sad when _____

I am a person who gets angry when _____

CONGRATULATIONS! YOU HAVE COMPLETED THE INFO SHEET FOR

THANKS,

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Appendix O
Sample Self-Assessment

FOR THE PORTFOLIO

Name: _____ Date: _____

Student Comments:

I chose this work because _____

I think it shows my progress because _____

Parent Comments:

We or I think that _____'s work shows _____

Teacher Comments:

I think _____'s work shows _____

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Appendix P Sample Self-Assessment

- me mv 1. Do more than enough to get by.
- me mv 2. Begin to follow directions more carefully.
- me mv 3. Use class time wisely.
- me mv 4. Turn my work in on time.
- me mv 5. Organize myself (including my folder, desk, etc.)
- me mv 6. Join in class discussions.
- me mv 7. Ask questions when I don't understand.
- me mv 8. Stay on task.
- me mv 9. Be more responsible with long-term assignments (accelerated readers, spelling contracts, etc.)
- me mv 10. Work quietly.
- me mv 11. Take more time to write neatly.
- me mv 12. Respect the rights and feelings of others.
- me mv 13. Listen attentively.
- me mv 14. Have more fun in class.
- me mv 15. Do a better job at following my assignments or my assignment sheet.
- me mv 16. Be more responsible.

My behavior this week was _____

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Appendix Q
Sample Self-Assessment



Social Studies Survey

Name _____	Date _____
------------	------------

1. How do you feel about studying social studies? _____

2. Is it important to know about the past? Why? _____

3. Is it important to know about other people and cultures? Why? _____

4. What do you enjoy about the study of history? _____

5. What do you find frustrating about the study of history? _____

6. What would you like to learn about in Social Studies this year? _____



Report Card

Rating Scale: 1 - 5 (5 is the highest)

our classroom is fun _____
 our work is interesting _____
 our rules are fair _____
 our work is hard _____



How can _____ make school more fun
 and interesting for me? _____

Of all things we do in school my favorite things
 are: _____

because _____



My least favorite things are: _____

because _____



Here are some things I hope
 we can study: _____

I think _____ needs to
 improve in these areas: _____



If I could change anything about school, here's
 what I would change: _____

Final Comments: _____



Appendix S
Sample Self-Assessment

Student Report Card

Name: _____

Grade: _____

H = Meets & exceeds expectations
G = Meets expectations
W = Working to meet expectations
N = Not meeting expectations

	1	2
Reading		
Social Studies		
Sentence form/English		
Story writing		
Handwriting		
Spelling		
Math		
Science		
Homework		
Finishes work		
Neatness on work		
Working well at desk		
Overall Attitude		
Getting along with others		

Goal 1:

Goal 2: